

## **KENTUCKY DEPARTMENT OF EDUCATION**

### **STAFF NOTE**

#### **Action/Discussion Item:**

703 KAR 5:140, Requirements for school and district report cards (Final)

#### **Applicable Statute or Regulation:**

KRS 158.6453

#### **Action Question:**

Should the Kentucky Board of Education (KBE) give final approval to 703 KAR 5:140?

#### **History/Background:**

*Existing Policy.* KRS 158.6453 established a school report card in 1998, well in advance of the national push for reporting school data and progress to parents and the community. 703 KAR 5:140 in its initial form took effect in January 2001, after design, feedback and extensive piloting. The federal No Child Left Behind Act, signed in January 2002, added layers of data and emphases upon district rather than school level reporting and the reporting of data in terms of stipulated sub-groups of the general population. 703 KAR 5:140 was revised in 2006 to better fulfill the requirements of NCLB and to increase the usability of the cards.

#### **Policy Issue(s):**

The primary means of sharing school report cards with parents has been printing and mailing. Because space on the cards was extremely limited by printing and mailing expense, school and district expanded report cards were required. The production of these compilations of data annually was quite time consuming for school and district staff and, unfortunately, there were very few requests to examine the data. The costs of printing and mailing the school report cards, the expense of staff time and the delays in the publication of the cards caused by the process of printing and mailing them, have led to a recommendation that the lead publication of the school and district report cards be on the Kentucky Department of Education Web site, as early in the year following the availability of the Kentucky Performance Reports data as is possible. There is also a recommendation that the expanded report card be replaced by KDE data reports linked to the school and district report cards as these become available.

Since the KBE review of this regulation in August, staff has continued to examine and discuss the regulation with stakeholders. This continued examination has influenced staff to recommend two alterations in the regulation as proposed. The proposed regulation called for the elimination

of a brief school produced narrative on the integration of technology into instruction. In part, this decision was based upon thinking early in the revision process which convinced staff that some items needed to be eliminated from the card so that data required by the federal government could be inserted without overflowing the limits of the card. When the need for data restrictions was mitigated by the decision to seek a more open-ended, Web-based construction, the original decision was not revisited until stakeholders raised issue with it. Staff now supports returning this brief narrative to the school and district report cards.

A second alteration in the proposed regulation is a change in language. In discussing proposed changes in the sources for data on school spending per pupil, the regulation refers to “total expenditures” as part of the calculation. The computation should be based upon “current expenditures-- Expenditures for the day-to-day operation of schools and school districts, including expenditures for staff salaries and benefits, supplies, and purchased services. These do not include expenses such as capital expenses and bonded indebtedness. Since spending per student at all levels has always been based upon “current expenses,” the staff recommends this change in wording.

#### **Staff Recommendations and Rationale:**

Continued staff study of the school report card regulation, including conversations with stakeholders and others knowledgeable on the subject, have prompted staff to recommend changes intended to improve the regulation’s implementation. These changes are indicated in bold in the attached revised version and are indicated below:

Page 3, line 4—replace “total” with “current” to reflect actual computation.

Page 3, line 7—replace “total” with “current” in change to original regulation to reflect actual computation.

Page 3, line 13—repace “total” with “current” to reflect actual computation.

Page 5, line 18, 5.—remove strike-through from “5. Description of integration of technology into instruction.”

#### **Groups Consulted and Brief Summary of Responses:**

Staff has consulted with interested persons within the Kentucky Department of Education and the Office of Education Accountability. The regulation has been discussed with the District Assessment Coordinators’ Advisory Committee and the Local Superintendents Advisory Council (LSAC). Early in the revision process, proposed changes were discussed with the School Curriculum, Assessment and Accountability Council (SCAAC). The regulation will be presented to SCAAC and LSAC again at their next scheduled meetings.

**Impact on Getting to Proficiency:**

The school and district report cards should be a vital link in the process of developing and maintaining community knowledge of the performance of their local schools in comparison to their past as well as to other schools and districts throughout the Commonwealth and nation. Ours is a highly mobile society, families locating and relocating statewide make extensive use of the school and district report cards in making vital family decisions. The early availability each year of accurate, detailed school and district report cards can have an important impact on decision making at many levels. Decisions based upon accurate data, always bring us closer to proficiency.

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**Deputy Commissioner**

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**Commissioner of Education****Date:**

October 2008